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DEVELOPMENT OF SPEED ABILITIES IN PRIMARY SCHOOL PUPILS IN PHYSICAL EDUCATION LESSON

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Annotation: This article discusses the features of the development of speed abilities of younger schoolchildren in a physical education lesson, the features of choosing physical exercises for the development of speed abilities, the criteria for evaluating speed abilities.

Key words: speed, speed abilities, physical exercises, motor reaction.

Introduction. Physical qualities play a big role in human life. The problem of the development of the physical qualities of children and adolescents is dealt with by domestic scientists and they note that one of the important physical qualities is speed - the ability to perform a motor action in the minimum period of time for these conditions. Therefore, special attention should be paid to speed in physical education lessons at school [1, 2, 3].

Quickness stands out in a number of motor and directly related qualities that allow performing motor actions within a short time. It includes the ability to react urgently in situations requiring urgent motor reactions, to ensure the transience of processes, on which the speed characteristics of movements directly depend [4, 5].

For children of primary school age, the need for high physical activity is natural. The child's body grows and develops. Considerable attention should be paid to the development of the speed of movements, implementing an individual and differentiated approach, since at this age there are ample opportunities for the development of this most important physical quality [6, 7, 8].

The most accelerated rates, both in boys and girls, are improving results at the age of 7 to 11 years. At a slower pace, the growth of other indicators of speed continues up to 15 years. Purposeful influence or participation in different sports are positive for the development of speed abilities.

Many researchers believe that the means of developing speed are exercises performed at or near maximum speed, that is, speed exercises. They can be divided into three main groups [9, 10, 11]:

1. Exercises aimed at the impact of individual components of speed abilities:

- speed of reaction;
- the speed of individual movements;
- improvement in the frequency of movements;
- improvement of starting speed;
- speed endurance;
- The speed of successive motor actions in general.

2. Exercises of versatile (complex) impact on the main components of speed abilities [12, 13, 14]:

One of the important and basic means is the use of the simplest speed exercises of a running nature. Also effective means of educating speed in younger students are sports and outdoor games with simplified rules, relay races, exercises that develop the ability to perform fast movements; running for short distances, jumping, acrobatic and gymnastic exercises [15, 16].

3. Exercises of conjugated influence:

- on speed and all other abilities (speed and strength, speed and coordination, speed and endurance);
- on speed abilities and improvement of motor actions.

To develop speed capabilities in their complex expression, three groups of exercises are used: exercises that are used to develop the speed of individual movements, including movement in various short stretches from 10 to 60 meters; explosive exercises; exercises that are used to develop reaction speed [17, 18].

The following exercises are used to develop the speed of motor reactions [19, 20]:

- With the help of a signal, a quick transition from running backwards to the start forward facing thrust.
- Run backwards. On signal, perform a 180-degree turn and a 5-meter start dash.
- Exercises for developing starting speed:
- Running 5, 10, 15, 20, 30 meters from the move (that is, from a preliminary acceleration of 8-10 meters) for a while.
- "Running on one leg" 10, 14, 20 meters:
- to win (“who is faster”);
- For a while.
- Multiple starting jerks of 8-10 meters through 20-30 meters of slow running.

There is a complex method of educating the speed of movements, the specificity of which is the systematic use of sports and outdoor games, various exercises of a high-speed nature, game exercises [21, 22].

Along with the complex method, other methods of educating speed abilities are also used:

- methods of strictly regulated exercise;
- competitive method;
- Game method.

Highly regulated exercise methods include:

- methods of re-execution of actions with the installation at the maximum speed of movement;
- Methods of variable (variable) exercises with varying speed and accelerations according to a given program under special conditions [23].

The performance of the game implies for younger students the manifestation of maximum efforts to achieve victory. Game material should take up to 50% of the total time of classes. Under the bright, funny, attractive form of games, there are many pedagogical possibilities that are manifested through games.

Games, relay races are loved by children of all ages for their emotionality, competitive nature, the opportunity to show their abilities, the ability to overcome obstacles [24]. Each exercise in game activity has a short-term, serial character (10-15 seconds) with a rest interval of 2-3 minutes. It is important to re-run at maximum speed, performed in the form of relay races in segments up to 20 meters.

In addition to relay races, control exercises in the 10-15 m run are included in the lessons. To develop the frequency of movements and a complex motor reaction, it is necessary to widely use speed exercises various starting positions: emphasis crouching, emphasis lying, sitting on the floor; with a change in the direction of running: a shuttle run of 3x10 meters, a snake, running around objects, according to various visual signals: a flag, a raised hand. As a result, it makes it possible to selectively respond with a response to each of the signals, simulating complex situations that arise during the game.

The methodology for educating the speed abilities of younger students is conventionally divided into two parts:

- education of the speed of the motor reaction;
- Education of speed of movements.

Raising the speed of a simple motor reaction suggests that at present in physical education and sports there are enough situations where a high speed of reaction is required, and its improvement by one tenth or even hundredsths of a second is of great importance.

To improve the speed of a simple motor reaction, exercises for the speed of response are used in conditions as close as possible to competitive ones, the time between the preliminary and executive commands is changed.

To develop speed, the following exercises are used:

- Clapping your hands, pushing them off the floor, lying with your hips on the gymnastic bench.
- Jumping for speed with a rope with its fastest rotation.
- Non-stop passes alternately two balls into the wall with catching after rebound.
- Throwing a basketball into the ring from a certain distance, catch him after being hit.

Conclusion. Most of the complex motor reactions in physical education are “choice” reactions (when you need to instantly choose one from several possible actions that is adequate to the given situation) and reactions to a moving object. The upbringing of the speed of complex motor reactions is associated with the modeling of integral motor situations in the lessons and systematic participation in competitions. However, it is not possible to provide a fully selective effect on the improvement of a complex reaction due to this. To do this, it is necessary to use special exercises in which individual forms and conditions for the manifestation of the speed of complex reactions in a particular motor activity are modeled. At the same time, special conditions are created to reduce the reaction time.

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